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ABSTRACT

Career education program goals in the St. Paul public schools aim at integrating career education concepts into existing curricula and developing new programs where necessary in home school programs, specialized learning centers, and grades K-12. Some high schools will offer learning and occupational center facilities to students from all attendance areas. Elementary schools are being grouped in clusters, career counseling services are being expanded, and placement services are offered as they are needed. The position paper includes a brief background statement on the need for career education in St. Paul; definitions of career education; program goals; student objectives for each level, K-12; and implementation and support activities. Appended materials include: glossary, a statement by the St. Paul Teachers' Career Education Committee, and the State Board of Education position paper on career education adopted in 1972. Ordering information for resource materials is also included. (MDW)

ED106471

A POSITION PAPER
CAREER EDUCATION

FEB 27 1975

saint paul public schools
INDEPENDENT SCHOOL DISTRICT 625
PUBLICATION 474
JULY 1974

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A POSITION PAPER
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PREFACE

As the world about us changes, schools and society must change to equip young people for the life ahead. This position paper briefly describes the career education program goals of the Saint Paul Public Schools. The program described is not an "add-on" or separate course--or even a series of them. The goals are to integrate a career education aspect into all existing courses and programs and to develop new, specialized programs when they are necessary. For this reason they are of serious interest to all professional staff members.

An important part of the career education goal system is providing teaching and learning resources and in-service education to help staff members integrate career education opportunities into all learning programs.

Career education goals also include integration of activities into the school district's total organization. Thus, the position paper describes goals both in home school programs, K-12, and in specialized learning centers.

The specialized learning centers are being developed to offer students new and exciting options. The priority goal of the Saint Paul Public Schools in the immediate future is to each student no matter where he resides in the Saint Paul community.

Each high school will offer unique learning and occupational center offerings available to students from other high schools on a part-time basis. In some cases students will have the option of attending a high school outside their attendance area for a unique program offering on a full time basis. These learning centers will have three goals: (1) to provide exploration; (2) to provide salable employable skills; or (3) to provide for entry into college or advanced standing in post secondary education.

Elementary schools are being grouped in clusters in order to offer a wide range of options to students. Equalizing educational opportunities, enriching education and improving quality of education are the goals for the new thrust.

Unifying and focusing the career education programs of the district will be an expansion of career counseling services and the establishment of placement services as they are needed.

Finally, the system of career education goals described here cannot become static anymore than the society can remain static. Continuing professional dialogue will be needed to assure relevance of the career education curriculum through time. And it is welcomed.

Harold T. Lehto, Director
Career Education

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A PROGRAM OF CAREER EDUCATION IN SAINT PAUL PUBLIC SCHOOLS

I. Introduction

As educators, it is a goal to help each student develop to his fullest potential. The problem facing educators today is how best to serve each individual so that when students enter the mainstream of society they can make career/life style choices according to their own interests, values, aptitudes and achievements. The curriculum in some Saint Paul Schools at the secondary level has encompassed three areas: academic, general and vocational. The assumption is that career choices are a factor in determining which area a student chooses. Yet nation-wide statistics indicate about one-third of our high school students drop out before graduation. Of the students who do graduate and go on to college, over 850,000 drop out each year. And finally one-third of the high school students are enrolled in a general curriculum oriented toward neither post-secondary education nor a career choice.

Students need and are asking for more assistance in identification of appropriate career plans. A recent American College Testing Program (ACT) study of 32,000 public and private school students indicated:

- three-fourths of those polled wanted more help in career planning.
- about one-half said they received little or no help in this regard.
- eighty-five percent realized career planning must begin before the final school year.

In St. Paul 415 students drop out of school each year. Numerous other students leave school with no plans for the future. St. Paul educators believe that a comprehensive and on-going career education program, assisted by leadership from guidance departments, could assist these students with their plans after leaving the educational system. A broad spectrum of career development beginning with activities designed to develop self-understanding and positive self concepts continuing into career awareness, career exploration, and finally career preparation, from kindergarten to graduation would provide students with foundations for making realistic career decisions. The world of tomorrow cannot accurately be predicted for today's students, but students should be provided with as many options and opportunities as possible so that their career/life style becomes theirs by choice.

II. What Is Career Education

The development of all Career Education programs and curricula will relate to and reflect the following definitions of Career Education. The following is taken from a statement by a group of St. Paul teachers participating in a Career Education workshop:

> "Career Education is a process of allowing every person to grow in understanding himself and others so that he can wisely choose for himself his life goals and life styles. Career Education is considered to be a life long process."
> (See Appendix)

Another definition of Career Education was presented by two St. Paul women participating in the USOE sponsored Chicago conference on "Women in the World of Work." [1]

> "Career Education is -- All those education processes of continuing human development that broaden options to select ever widening varieties of life styles, including flexible means of making a living apart from fixed expectations of social and sex roles."

Career Education will provide opportunities for developing self-understanding, career awareness, values regarding work and leisure time pursuits and decision making skills. It will allow for exploration of many kinds of jobs and resultant life styles. Finally, it will insure basic competencies--computational skills, communications skills, and skills in interpersonal relationships. At the secondary level it will provide real work experiences.

The success of this program should not be measured in terms of the numbers of students who make a hard and fast career decision at a particular point in their educational career. Rather, it is important that self-selected choices are made, at whatever time, from the broadest possible range of options and with the greatest understanding of their ultimate significance for the individual.

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1. Bettie Friberg, Member of State Advisory Council for Vocational Education; Jane Preston, Consultant in Program Planning, Vocational Education Division, State Department of Education

III. Program Goals

A comprehensive career education program in St. Paul will continually evolve to address itself to the needs of students in a changing society. This program will develop through common effort by students, community and professional staff of administrators, counselors and teachers.

The goals for this program include:

a. Developmental counseling services broadened to include every school as a cooperative responsibility between the guidance department and the total school staff.

b. A program oriented to promote interaction between the St. Paul Public Schools, and community resources.

c. To provide teachers and support staff, through in-service programs, with necessary skills to infuse career education concepts and techniques into the existing curriculum.

d. A program that will provide students with the opportunities to develop self-understanding and awareness of careers, leisure time pursuits and life styles.

e. An articulated comprehensive career education program that will provide students with opportunities to experience activities ranging from general career awareness to entry level skill acquisitions.

f. Senior high school occupational programs that will reflect the identified manpower needs and employment opportunities.

g. Provide placement and follow-up services to high school and post high school individuals.

h. Evaluation of the career education program based upon program goals and student objectives.

Level IV (10-12)

Students will have experiences of progressive development toward self understanding and a more comprehensive perspective of careers at this point. Flexibility and open entry and exit to and from interest areas exemplifies the approach to preliminary career choices. This level will continue to provide openness toward a career choice. Opportunities for special experiences, which would contribute to advanced placement in a post high school technical program, will also be provided.

The specific objectives are to help each student to:

1. Clarify one's self concept.
2. Identify a preferred life style.
3. Form a career hypothesis.
4. Acquire knowledge and skills in occupations.
5. Identify educational and career paths.
6. List decision-making skills as related to self.
7. Identify a tentative career path within a changing world.
8. Acquire a range of experience in leisure time activities.
9. Clarify one's own value system.

IV. Student Objectives

Based upon the premise that learning is a continual process and career decisions will be required throughout life, the process of career education will provide experiences whereby each student can acquire the skills necessary to plan life in a complex and fast changing world.

To accomplish this task, the following student objectives have been identified at various levels of development:

Level I (K-3)

Experiences of the primary students relate to themselves, their family, class, school and community.

Level I emphasis will be on developing self-understanding with beginning of career, educational and economic awareness, decision-making and skill competencies.

The specific objectives are to help each student to:

1. Develop a positive self concept.
2. Develop awareness of multiple roles of family members.
3. Develop awareness of the contributions of community members.
4. Develop interpersonal skills.

Level II (3-6)

Level II will be on broadening the concept of careers beyond the scope of home, school and community. Self-understanding activities begun in Level I will be continued, but the emphasis will be on Career Awareness. Development of educational and economic awareness, decision-making skills, and skill competencies will be continued as well.

The specific objectives are to help each student to:

1. Increase career awareness.
2. Identify general career areas.
3. Identify relationship between school experiences and careers.
4. Become aware of interdependence between different career areas.

Level III (7-9)

The concepts from Levels I and II will continue throughout Level III. Self-understanding activities begun in Level I (K-3) and continued in Level II (4-6) and will be developed further in Level III (7-9).

A major emphasis will be placed upon career exploration and orientation. Because it is impossible to explore all of the thousands of occupations, the exploration activities will be directed toward adequate and representative samples of career areas.

The specific objectives are to help each student to:

1. Assess one's self concept.
2. Acquire knowledge of occupations and settings.
3. Identify sources of educational and career information.
4. Identify steps in decision-making.
5. Develop a sense of independence.
6. Experience the process of value clarification.

Level V (Post High School/College)

The post high school individual will move into job placement, vocational-technical institute, college or an alternative choice. College opportunities are numerous in the metropolitan area. One of the largest post high school technical-vocational centers in the nation is the St. Paul Area Technical-Vocational Institute. This facility is limited in vocational and technical areas. The high school vocational occupational sites and programs will be made available for expanded opportunities in these areas.

The specific objectives are to:

1. Establish articulated curriculum in areas that would provide for advanced placement in a technical program.
2. Provide skill training for a specific occupation.
3. Provide post high school career counseling to assist in entry and re-entry career planning.
4. Provide job bank information that will lead to job placement for a qualified person.
5. Provide programs for skill updating in changing occupational areas.
6. Develop a follow-up study with other educational departments to identify and implement needed programs.

V. Implementation and Support Activities

Leadership will come from the superintendent, central office administration and the building principals. The building principal will be responsible for infusing career education goals and concepts into the curriculum of each school.

The implementation activities and programs will be revised and updated as needed and will include:

a. A comprehensive and developmental program of career counseling for students will require close cooperation between the guidance department and teaching staff at the local school level. This will promote appropriate understandings of the developmental process of human growth and procedures for assessing individual needs. It will also facilitate information on career related programs including work training, temporary employment and job placement will be available in the guidance office so that students can identify and use all the resources in the school and community.

b. Conducting in-service programs to identify and develop interest, teaching techniques and curriculum materials in career education.

c. Utilizing a Career Education Council to receive the advice and opinions of community representatives in determining program content and objectives.

d. Infusing career and life style consciousness into the total curriculum in each school through the school curriculum committee and the career education department by identifying areas to change in all facets of the program. The career education department will provide a curriculum format to accomplish the infusion of career education and also guidelines for media development which will be utilized to enrich, extend and insure realism in career education. (See Appendix A)

e. Establishing programs and services for special needs students.

f. Establishing a central career education resource center will serve teachers and students from all grade levels.

g. Developing building resource centers in elementary and secondary schools in St. Paul coordinated by the guidance department.

h. Building on special programs already in existence such as those considered "categorical" under the Vocational Amendments of 1968, i.e. Exemplary Consumer and Homemaking, Cooperative and Work Study.

i. Developing instructional programs for each of the three established career clusters of St. Paul Schools: (The clusters may be redefined when six year schools are phased out: The two new high schools will offer programs to attract students district-wide.)

Cluster I	Cluster II	Cluster III
Harding	Highland Park	Murray
Johnson	Humboldt	Washington
Mechanic Arts	Monroe	Central
Central	Central	

These programs will include career exploration programs, work experience programs and on-the-job training programs.

j. Specialized career programs will be developed on a district-wide or cluster basis when warranted by student interest and identified career goals consistent with placement opportunities. Employment opportunities should reflect current and projected trends. National as well as local needs should be considered. In some cases special student interests and needs will require special schedules, facilities and services. Examples would include

Horticulture, Transportation, Model Office, Model Store, Service Station Operation, Public Service and Governmental Careers, Health Services, Child Development, etc.

k. Broadening the career counseling program, including follow-up studies.

l. Establishing placement service according to student needs. This may be oriented toward an entry-level position, a technical school, college, or another alternative of the student's choice.

VI. Conclusion

With the rapid change of the social and technological complexities of our society, no one person or select group of persons can determine with finality just what components should be included in a program such as this. The content and thrust of career education must continually be revised to reflect the needs of our students in a changing society.

Keeping our educational programs a part of the real world will require the best efforts of all levels of community, staff and administrative personnel. Change will be a necessary ingredient as career education evolves. Underlying this pattern of change however, are several basic long range considerations expressed by Dr. Kenneth Hoyt, one of the more prominent spokesmen for career education in this country. It is felt that these tenets form the bedrock for effective career education services to the youth of St. Paul.

> "We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities. We aren't as concerned about what the counselee (student) decides about his opportunities as we are what he decides about himself in relation to these opportunities. We don't want to make people do things--we want to let them find ways of doing things. We aren't as interested in the something they become as the someone they become." 2.

---

2. Kenneth Hoyt, "The Challenge of Guidance to Vocational Education"

APPENDIX A

C C E M GLOSSARY

Advisory Council

A group of people who meet for the purpose of discussion, make reports and recommendations to proper authorities. Advisory committees deal with various issues and give in-put to various levels of the decision-making process.

Career

A life pattern that includes personal values, life styles, occupational alternatives and choice of environments.

Career Awareness

Activities that will provide experiences involving a broad range of occupations available in the community and society.

Career Resource Person

Experiences and advice shared with students by persons of interest to the individual. This will include counselors, teachers, parents and any other resource person of the students choice.

Career Exploration

Involves the examination of careers and life styles related to them. This includes hands-on activities, simulation, interviews and any other experiences that brings a student in contact with resources in the community.

Career Guidance

A planned developmental program using individual and group processes to develop self-understandings in relation to occupations and life styles as a basis for making on-going career decisions.

Career Preparation

Concerns itself with entry level needs of students. It delivers entry-level competencies and prepares students for further education if a student desires to continue studies.

Community Resources

Resources found in the community that relate to the career education program.

Infusion

Integrating activities and information relating to career education into the existing curriculum.

APPENDIX B

STATEMENT BY ST. PAUL TEACHERS' CAREER EDUCATION COMMITTEE

Career Education Is Not

- Just preparing students for the world of work.
- Separate from current curricula.
- A means of reaching particular segments of the school population.
- Channeling students into particular occupations.
- Another name for vocational education.

We see Career Education as a new focus by teachers involving, broadening and expanding materials already in use; as a vehicle for developing inter-disciplinary curricula; as a means of opening the continuing interaction between the 'school and the real world' outside its doors; we see Career Education encouraging teachers to use their creative talents more freely; as an opportunity for the student to relate subject area and basic skills to living; we view Career Education as a process of allowing every child to grow in understanding himself and others so that he can wisely choose for himself his life goals and life styles; we believe Career Education is a life long process.

A specific definition of Career Education would not be in the best interests of an emerging and creative program which the St. Paul School System is currently developing. However, the following may be used as a general statement of how we conceptualize Career Education.

In St. Paul, we propose to help each child:

- Develop a sense of self worth and self realization.
- Identify and develop individual interests and abilities.
- Develop the ability to make choices.
- Develop an awareness of the many occupations and leisure time careers available in our society and their dependent and inter-dependent relationships.
- Become aware of the changing nature of society and its effect on careers.
- Acquire skills necessary for attaining his or her life and career goals.

APPENDIX C

POSITION PAPER ON CAREER EDUCATION

(Adopted by the State Board of Education on May 2, 1972)

Introduction

Whereas career education is often provided in Minnesota's public schools as separate unrelated activities at several grade levels and in a number of subject matter areas, and

Whereas there appear to be no common definitions for career education,

Therefore, this position paper has been adopted to provide common definitions to stimulate the coordination of existing efforts and to provide a framework for new activities.

Definition

Career education is an integral part of education. It provides purposefully planned and meaningfully taught experiences, for all persons, which contribute to self-development as it relates to various career patterns. Career education takes place at the pre-school and elementary, junior high and senior high, post-secondary, and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision making relative to additional education, preparation for career proficiency and/or specialized occupations, and understanding the interrelationships between a career and one's life style.

Career Education Goals for Students

The educational process should include utilization of occupational resources at all levels in all careers to help the student reach educational goals.

PRE-SCHOOL AND ELEMENTARY EDUCATION

Career education is an integral part of elementary education. Basic skills taught in the elementary curriculum are essential to career and life fulfillment. Instructional goals include having each individual:

1. Develop to the best of his/her ability basic skills in communication (oral and written); computations; problem solving and critical thinking.

2. Develop a sense of self-worth and self-realization.

3. Develop self-confidence in identifying and attaining goals.

4. Begin to identify individual interests and abilities.

The following are specific career awareness goals:

5. Develop an awareness of the many occupational careers available in our society and their dependent and interdependent relationships.

6. Recognize that the career role of each individual provides an important contribution to our society.

JUNIOR HIGH

- Develop a positive attitude toward self through an awareness of developing talent, values, and interests as they relate to career goals.

- Explore opportunities in the full range of career choices and the competencies required.

- Develop ability to plan for meeting individual career goals.

SENIOR HIGH

- Explore occupational opportunities in one or several careers and entry-level competencies required.
- Attain competencies necessary for entry into an occupation and/or for specialized education at the post-secondary level.
- Relate career choice to a life style based on interests, abilities, needs and values.
- Explore the relationship between all education and individual career goals.

POST-SECONDARY AND CONTINUING EDUCATION

- Prepare for entry-level and/or advanced-level employment.
- Upgrade for job stability or career advancement.
- Prepare for new or different opportunities appropriate for individual abilities and interests.

Policy on Career Education

The policy of the State Board of Education is that each school board in Minnesota shall work toward attainment of the goals for pre-school through grade 12. Area vocational-technical institutes shall work toward post-secondary goals and take leadership in meeting continuing education goals.

Implementation

Each State Department of Education staff member shall assist in implementing and evaluating career education programs, and the assistant commissioners shall divide the responsibilities in such a manner as to accomplish the above goals. Coordination responsibilities including the responsibility for an overall career education plan shall be assigned to a section or unit within the department. All local staff shall assist in implementing, evaluating, and operating career education programs.

APPENDIX D

CAREER AREA FOLDER - INTRODUCTION TO TEACHERS

Career Education concepts will be implemented through materials designed to be infused into existing curricula (units, texts, audio-visuals, etc.). Materials can be requested by subject area or career area focus.

Contents in a Career Area folder will be in the form of resource materials that can be infused into a learning situation when relevant. Modules or units relating to a particular occupation may be included in the folder. These may be infused into subject matter, presented as a lesson, or used as an individualized independent study experience. The materials within the folder will range from kindergarten through high school. These materials will be organized into levels that can be introduced to students appropriate to their needs.

The teacher is encouraged to use creativity in the implementation of career folder materials. These materials may augment interaction with community resource persons.

If you would like additional information from a curriculum writer, consultant, media specialist or community resource person, please contact

CAREER EDUCATION RESOURCE CENTER
VICTORIA SCHOOL
VICTORIA AND IDAHO
ST. PAUL, MINNESOTA 55117

TELEPHONE: 488-6761

If you would like to develop any additional materials related to the folder, or if you have any materials suitable to include in the Career Area folder, please contact the Career Education Resource Center.

APPENDIX E

FOLDER FORMAT

I. Subject Area/Career Area Folder

- A. Related Occupations
- B. Career Focus

II. Introduction

- A. Background
- B. History
- C. Impact
- D. Potential

III. Motivation

IV. Subject Area Activities

V. Evaluation

VI. Resources

- A. Bibliography
  1. Books
  2. Periodicals
  3. Magazines
  4. People and Places
- B. Media
  1. Film
  2. Tapes
  3. Records
  4. Filmstrips
  5. Audio Tapes
  6. Video Tapes

Levels included in this material:

I (K-3)
II (3-6)
III (7-9)
IV (10-12)
V (Post High School/College)